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ABSTRACT

This report outlines in detail the proceedings of a symposium held on the integration of audio-visual aids into the teaching of modern languages in the classroom. The following topics were discussed: (1) textbooks, a new look; (2) an audio-visual course, its structure and content; (3) radio and radio-vision, and film and videotape as course material; (4) the place of the language laboratory as a support of the AV course; (5) educational technology and its cost effectiveness; (6) training the teacher, introduction to new methods; (7) research and experimentation; (8) a plan for the development of modern language teaching in Turkey; and (9) European cooperation. Also included are general recommendations from the attendees, a list of participants, and a program of the symposium. (Author/HW)

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Ankara, 26 November - 2 December 1971

REPORT

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THE INTEGRATION OF AUDIO-VISUAL AIDS INTO THE TEACHING OF MODERN LANGUAGES IN THE CLASSROOM

1. PREFACE

(a) This Symposium was the third in a series which began with a Symposium held in Ankara in September 1966, when the subject was "Modern Language Textbooks in Secondary Education". The second Symposium was held at Pont-à-Mousson in France in November 1966, when the subject discussed was "Audio-Visual Aids in Modern Language Teaching". The programme of the Symposium will be found in Appendix I.

(b) A meeting of the Steering Committee comprising the Chairman of the Conference, Mr. Zekâi BALOGLU, Mr. NORD of the Council of Europe, Mr. VON FABER, representing the Goethe Institut, Mr. LLASERA of BELC in Paris and Dr. LOTT of the British Council in London, together with the Rapporteur Général, Mr. J.S. JONES, was held the day before the opening of the Conference.

(c) Under the direction of the Chairman, the Steering Committee agreed to hold all the meetings in plenary session and base their discussion on the working document prepared by the Rapporteur Général, Mr. J.S. Jones. It was agreed that the fourteen points proposed by the Rapporteur Général should be grouped under six topic headings. Each of the six should be introduced by a delegate, who would give a statement based on the working document. This would be followed by open discussion and a summary of this together with the delegate's opening statement should be embodied in the general report put to the delegates on the last day of the Symposium. The final recommendations would be based on this summary.

(d) The Symposium was organised by the General Directorate of External Relations of the Turkish Ministry of Education and was under the chairmanship of Mr. Zekâi Baloglu.

(e) There were thirty-two delegates present from seventeen member countries (their names will be found in Appendix II). Also present were a number of representatives from the Turkish Ministry of Education and from Turkish establishments of higher education.

(f) The Symposium, which was held at the Institute of Statistics in Ankara, was formally opened by the Minister of Education, Mr. Sinasi Orel. On welcoming the delegates he said:

"Distinguished delegates,

I am very glad to have this opportunity of welcoming the representative of the Secretary General of the Council of Europe,

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and the delegates, all experts in the teaching of modern languages, from the member States.

I should like to thank your governments for replying to our invitation by sending you here and to the Secretary General of the Council of Europe and to you all for coming.

Modern language teaching plays a distinctive role in National Education by contributing as a general aim to the development of the students' personality and also most specifically by its practical and cultural aims. One of the vital tasks of the authorities responsible for national education is to fix the place of modern languages in the programmes, to modernise and develop the contents of courses and teaching methods. We are, therefore, following closely and are happy to support the increasing number of activities in modernising and developing modern language teaching under the auspices of the Council of Europe.

This conference is the second European meeting we have organised in Turkey within the framework of the education programme of the Ccuncil of Europe.

This conference will take as its basic theme "The integration of audio-visual aids into the teaching of modern languages in the classroom" following the resolution taken at the first conference on "The role of modern language textbooks in secondary education". The developments and practice within this field and the general trends in your various countries will be discussed and as a result fundamental principles, both common and general, will be established.

I believe that this meeting will arrive at conclusions regarding the development of language teaching which will be beneficial not only to this country and all the member countries, but also to those countries outside Europe.

Although most of your time will be spent working, we have made arrangements for you to see some of the historical and cultural riches of our country.

I wish you success in your work and happiness during your stay in our country."

(g) After the official opening by the Minister the delegates were welcomed on behalf of the Council of Europe by Mr. Sven Nord, representing the Secretariat of the Council of Europe. Mr. Nord thanked the Turkish Government for the hospitality they offered the members of the Symposium. He suggested that the findings and suggestions of the Symposium should not be seen in the limited context of the member countries of the Council of Cultural Co-operation (CCC). Other European countries might, sooner or later, be ready to co-operate in CCC plans for the development of foreign language teaching. CCC publications seemed to reach and be studied in East European countries.

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The Council of Europe Directorate of Educational and Cultural and Scientific Affairs could play an advisory role in European co-operation, but lacked funds to further large-scale development on its own, and could not work miracles.

European centres for specialist information were necessary. The Centre for Information on Language Teaching and the English Teaching Information Centre (CILT/ETIC) in London were likely to take on European responsibility for the collection and dissemination of information on language teaching and research, but the success of this new initiative would depend on the setting up of national centres through which information could be passed to and from CILT/ETIC. CILT/ETIC enquiries on research into spoken European languages and on languages for special purposes were examples of such activity. Lists of research projects and proposals, of the kind that the present Symposium was likely to suggest, were an essential part of the project.

International organisations such as Fédération Internationale des Professeurs de Langues Vivantes (FIPLV) and Association Internationale de Linguistique Appliquée (AILA), in close contact with the Council of Europe, should be able to provide stimulus for such co-operation. "Modern language correspondents" in each member country could serve as points of reference. The British Council, BELC and the Goethe Institut were important in this connection, even though they generally worked on bilateral rather than multilateral projects.

The President, Mr. Baloglu, then presented the programme of the Symposium, the text of which will be found in Appendix III. He mentioned that discussions had taken place in Strasbourg on the best ordering of symposia. He felt that this one, now to begin, would in some sense be innovatory in that it would establish groups of Europeans thinking in common on advanced lines.

An exhibition of books and materials arranged by a team of helpers under the direction of Mrs. Dikmen, the British Council, the French cultural centre of Ankara and the German Library of Ankara, was on display in the foyer outside the conference hall. The items in the exhibition had been supplied by the delegates of the member nations of the Council of Europe in attendance at the Symposium.

During the second half of the morning delegates proceeded in solemn procession to the Mausoleum of Atatürk, where a wreath was laid and an entry made in the Book of Remembrance.

A very fine programme of visits and excursions had been arranged: these included visits to the Museum of Anatolian Civilisations at Ankara (with an admirable parade of ancient and modern Turkish costumes), to the theatre, to a symphony concert and a weekend excursion to Cappadocia. This visit to the rich archeological remains of Turkey was admirably led by Mr. Baloglu,

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who was able, by his passionate and informed interest in Turkey's past, to awaken a comparable desire among the delegates to learn more of the ancient and modern history of Turkey. Delegates were introduced to the Governor of Nevşehir who entertained them to dinner.

Three evening showings of language teaching films were arranged at the French Institute and were presented in turn by the French, German and United Kingdom delegations. These sessions were open to any Turkish educators and teachers who wished to attend.

2. INTRODUCTION

Following the brief given in the draft programme of the conference the Rapporteur Général prepared a working document. In writing this document he also took into consideration the findings of the two previous Symposia at Ankara in 1966 and at Pont-à-Mousson in 1969. He also bore in mind the needs of the Turkish Government for a full statement of the integration of audio-visual aids in the classroom. This wide conspectus led inevitably to a comprehensive document covering the whole gamut of audio-visual aids. For the purpose of discussion in plenary session the following nine topics were considered in turn, (delegates introducing the topics are named in brackets):-

A. A general conspectus of current textbooks especially with regard to their use of illustrations, grammatical content, exercises and reflection of the cultural background of the country whose language they set out to teach. (M. Laffay - France)

B. An audio-visual course - its structure and content. A study of the audio-visual course in relation to the four levels proposed. The preparation of the course materials. The physical conditions for presenting audio-visual lessons. Testing and examining in an audio-visual course. (Mr. Hoey - U.K.)

C. Radio and radio vision as course material. The use of film and video-tape. Television as course material. (Mr. Peipho - Fed. Rep. of Germany)

D. The place of the language laboratory as a support for the audio-visual course. (Dr. Koelle - Fed. Rep. of Germany)

E. The psychological and pedagogical aspects of the classroom situation when an audio-visual course is used. The effect of educational technology in planning for an audio-visual course. (Mr. Mundy - U.K.)

F. Training the teacher. (M. Lemaire - Belgium)

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G. Research and experimentation. (Mr. Johansson - Sweden)

H. Plan for the development of modern language teaching in Turkey, (Mrs. Dikmen - Turkey)

I. European co-operation (Mr. Nord - Council of Europe)

Mr. Johansson one of the Swedish delegates, was entrusted with the task of developing the section of basic research into a paper to be presented to the delegates in the closing stages of the Symposium.

DEFINITION OF AN "INTEGRATED AUDIO-VISUAL COURSE"

Before setting out on a discussion of the subjects proposed it was felt that a comprehensive statement on what was meant by an integrated audio-visual course was called for. After long discussion at the Symposium in Pont-à-Mousson in 1969, a definition of "Les méthodes audio-visuelles intégrées" ran as follows:

"These are methods of teaching using technical means to link picture and sound and based on materials created after a close study of the structures including phonology, grammar and lexis, and taking into account the pupil's native language. Child psychology and motivation are also relevant factors."

Delegates accepted that this definition pointed to several essential elements but felt that it did not clearly define what seemed to be generally meant by an integrated audio-visual course. They finally agreed to the following expansion of the definition given at Pont-à-Mousson:

"An integrated audio-visual course is a set of materials, a kit or a package, for the teaching of a foreign language. This kit will comprise visuals, tapes and, as far as conditions permit, supplementary teaching material related to or integrated with the basic course or core. These supplementary materials can be readers, work books, songs and games or even films, if the expense of the last named is not too great; but the essence is that they are constructed or written to relate directly to the common core at any given stage. A further and indispensable element of an integrated audio-visual course is the teacher's handbook. This gives him the fullest support, but it is essentially support and he has the power to discriminate and select, so as to be able, among other things, to cater for the needs of individual pupils. The material and the handbook will help the teacher in accomplishing educational tasks which he cannot perform well, or at all, with his own limited means. He ought not, however, to alter the gradation and progression of his course material, since they and the recommendations embodied in the teacher's manual are, or should be, the result of consultation between linguistic experts,

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course writers, teachers and pupils. Such an integrated audio-visual course should cover the pupil's full foreign language learning life at school".

3. DISCUSSIONS

The lettered sections which follow are based on the summaries of the delegates named in the Introduction.

A. TEXTBOOKS - A NEW LOOK

The only consideration given to the textbook in the opening debate of the present Symposium was an attempt to identify changes or developments which have taken place since the Ankara Symposium of 1966, where the theme had been "Modern Language Textbooks in Secondary Education".

In the newer textbooks the visual element is closely related to the text and portrays the situation on which the linguistic component in the text is based. In order to keep the illustrations and the text up to date it was suggested that a loose-leaf or magazine format could be adopted. Such an integrated set of visual material could be used alongside a textbook. This system would put a flexible set of materials at the teacher's disposal and would not prevent him from using any other audio or visual means of actualising his work, especially in the presentation of the cultural background.

The use of illustrations to present the lexical and structural elements in context is strongly recommended with an indication that illustrations comprise slides, film strips, films and the indispensable flannel-graph. The teacher is warned against falling into the trap of using only the present tenses in dealing with his illustration or situation. Once he is aware of the danger he can quite easily range over the past and the future, using the same situation.

Not enough attention has been paid in the preparation of textbooks and their accompanying illustrations to the effect on learning a foreign language of the pupil's native speech. The findings of contrastive linguistics should be utilised and an awareness encouraged in the teacher of the effect on learning of the differences between the native language and the target language.

In the future publication of teaching material, consideration should be given to the possibility of publishing the text separately from the exercises.

It would be of the greatest help to teachers if there could be local and/or regional centres at which they could examine at their leisure the published textbooks and all supplementary teaching material which is published.

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Arising from the last statement thought should be given to the preparation of a set of criteria in the form of a grid which could be of general application in the evaluation of textbooks or audio-visual material; a generally applicable scheme of this kind would prevent impromptu and arbitrary choices of such material.

B. AN AUDIO-VISUAL COURSE - ITS STRUCTURE AND CONTENT

The following aspects were considered:

(a) A study of the A/V course in relation to the four levels proposed i.e. introductory, elementary, intermediate and advanced. The transition from oral to reading and writing and the problems involved.

(b) A consideration of the preparation of course materials under the facets - (i) visuals, (ii) tapes and discs, (iii) supplementary materials, (iv) teacher's handbook.

(c) The condition in which an A/V course can best be presented with a consideration of the hardware to be used.

(d) Testing and examining in a fully integrated A/V scheme of teaching modern languages.

In all the discussions it was emphasised that although the teacher was an essential element the needs of the pupil were paramount and should always be in the forefront of our thoughts.

An audio-visual course should take fully into account the findings of linguistics with its indication that the oral phase comes first. The term linguistics should include especially the studies of psycho-, socio-, and contrastive linguistics.

Although it was accepted that the oral phase comes first and that it would be a continuing and powerful element, the question of the moment of presentation of the printed and written word was discussed. It was proposed that there were four stages: introductory, elementary, intermediate and advanced, but it was emphasised that the movement from one stage to another could well be blurred. It could thus arise that in any given set of circumstances the printed and written word could be introduced earlier or later. A fairly early introduction of the written language would, according to recent findings, result in more positive than negative influence: a simultaneous appeal to several senses was being made, and the permissible length of taped sentences was increased if the pupil's memory were aided by simultaneous presentation of the printed word. The validity of this view might be substantiated if there were major differences between the native and the target language, particularly where there was a difference in the script, e.g. English - Russian, French - Modern Greek.

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Accepting that the visual must be clear and attractive and that it should be unambiguous, it was suggested that three dimensional objects could have a powerful effect in the presentation and development of a situation. Moving films make a powerful contribution and should be available to teachers.

When it was seen that the presentation of a situation by visual aids and audio means was confusing the pupil, then intervention by the teacher was justifiable.

The tape is the most flexible form of recording the audio element. By general consent it was felt that the number of practice items in any one tape was insufficient. Publishers should be persuaded to put more practice examples on their tapes.

In the progression from the introductory to the elementary and the intermediate stages, close watch must be kept to see that the pupils are not reacting against an overdose of the visual element. As the pupil progresses the visual element can be reduced and the audio component correspondingly increased. A complete cessation of the use of the visual is not however recommended.

At the advanced stage, translation into the mother tongue, while unacceptable as a method of teaching the four basic skills, is sometimes required and thus becomes a fifth skill to be taught and practised at later stages. But more important are the powers of free expression and quick comprehension, of summarising and a modest skill in consecutive interpreting to meet the demands of society.

As well as a good supply of supplementary reading matter, a bank of remedial tapes for pupils who require special help is necessary.

In constructing an A/V course consideration should be given to avoiding situations which reproduce only one type of social background. Such an emphasis in the visual and equally in the audio element might well alienate certain pupils.

The component parts of an A/V course as laid out in the working document were agreed upon. They should include: visuals, tapes, readers, workbooks, assignment cards, posters and wall charts, and a teacher's handbook. At the intermediate and advanced levels some form of presentation of grammar will be necessary. Whether grammar teaching is to be overt or hidden in the material is a matter for discussion. Ideally the preparation of course material should be in the hands of a team comprising expert linguists, foreign nationals, artists and practising teachers. The material could be fed to testing schools and revised in the light of their experience and comment. Diagnostic testing and examining material worked out with the aid of the testing schools would be an invaluable component of any course.

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The teacher's manual or handbook is an essential part of the integrated course material. It should be a fully documented book erring on the side of giving too much attention to detail rather than too little. There may well be objections from some teachers that such a comprehensive volume gives little scope for individual initiative. The answer could be that the aim is to give the maximum support to teachers who need it; those who do not could exercise their own discriminatory powers. Such a teacher's handbook would contain: a statement of the aims of each level i.e. speaking, reading, writing and cultural; a suggested timetable for each stage; suggestions for the use of the course material - in class, for homework, in the language laboratory; suggestions for method such as group work and activities; suggestions for songs and games and recommendations for the teacher's background reading.

Emphasis was placed, however, on the high value of feedback from pupils and teachers to authors and producers.

Ideally there should be a suite of rooms available, comprising a classroom, an audio-visual room and a language laboratory with all the necessary storage facilities. It is rare to find such ideal conditions except in new, purpose-built schools.

A classroom used for audio-visual teaching should at least be free of extraneous noises, be acoustically adequately treated and should have the necessary electric points properly placed.

Each language teacher should be provided with an efficient, properly maintained tape-recorder and instructed in its use. Access to a good record player is also necessary but a tape-recorder is much more flexible to use.

There should be a quiet, efficient film-strip and slide projector in every language room.

An overhead projector is a most useful, flexible instrument to be placed at the disposition of a language teacher.

A small sound-proofed room for copying tapes from a master and for taping broadcasts - this latter demands a radio-receiver of high fidelity - is almost an essential. Some consideration might be given to the alternative of having a central audio-visual centre where tapes can be made, broadcasts taped and any other supporting activities carried on. Such a centre would relieve a busy language teacher of many of the chores which now fall to his lot. It would also ensure that the quality of the tapes and tape-recordings would be of the highest.

The foregoing would seem to be the basic, indispensable components of an audio-visual approach to language teaching. Consideration could be given to the ever increasing use of more

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expensive forms of reproduction such as 16 mm or 8 mm sound projectors, television sets and video-tape recorders. There is an increasing use of cassette recorders permitting the use of loops which give constant repetition of one or more items in a continuous series.

These conditions for the presentation of an A/V course were accepted with one correction: that it is not absolutely necessary to have a sound-proofed room for copying tapes from a master or radio, unless it is intended to reproduce original recordings.

Diagnostic testing and continuous assessment should be elements of the course, especially as the European Ministers of Education have gone on record as favouring the replacement of final examinations by continuous assessment.

Any good fully integrated audio-visual course will contain help for the teacher at all levels in testing. This should be diagnostic testing, to measure the rate of progress and to stimulate the pupil to make such progress, and also suggestions for terminal testing. It is likely that the leaving examination will be determined by an external body. If, however, such a body involved the participation of practising teachers, especially those who had been using an audio-visual course or courses, then there would be more likelihood of the final examination reflecting the kind of teaching that has been given rather than dictating what the elements of that teaching might be.

Informally, testing is an integral part of teaching. Formally it can be used as a psychological weapon. The damage lies in excess; it should never become a ritual.

Diagnostic tests reveal to teachers the weaknesses of their pupils in the handling of any item in a course. This kind of test requires a good number of examples of the feature to be examined and a set of categories into which the errors can be slotted. Judgments can be made on an individual or a class basis.

An attainment test, which usually takes place at the end of term should reflect the aims of the course in use. If the emphasis is on the four skills, then each of these skills should be tested in an appropriate manner. For example, in testing comprehension a relatively large number of short items which sample widely and can be of varying degrees of difficulty could be used.

The test items should be objective and markable with complete reliability i.e. multiple-choice questions. In testing the oral skill, questions in pictures can elicit structure; oral composition describing events in a short picture story can test fluency. Pronunciation can be tested by assessing the pupil's overall performance in his oral composition.

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In the testing of writing, which is not easy to do, and where more research work is needed, three broad categories can be looked at; control of structure, the stringing of language into a sequence and spelling. Throughout this form of testing we must bear in mind that encouragement is the spur to success, penalisation hampers progress. Test and mark for one element, ensure that the vocabulary is within the control of and is familiar to the pupil.

In constructing a final or leaving examination following an audio-visual course with its declared aims of the four skills (listening, speaking, reading and writing), all developed against the cultural background of the foreign country, a proposed scheme could be that devised by the Schools Council modern languages project for use at the end of their secondary course. This programme contains the followirg elements:-

1. Writing (25%)

   (a) Questions based on pictures

   (b) A composition based on a series of pictures

   (c) A letter in the foreign language asking for information.

2. Listening comprehension (20%)

   Multiple-choice questions testing understanding of short dialogue or monologues recorded on tapes.

3. Reading comprehension (20%)

   Multiple-choice questions in the foreign language testing understanding of detail and gist.

4. Speaking (25%)

   (a) Questions based on visuals

   (b) Narration of a story based on a sequence of pictures

   (c) Role-playing

   (d) Reading aloud

5. Cultural background

   Either short answers in one's native language or a project.

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C. RADIO AND RADIO-VISION AS COURSE MATERIAL: FILM AND VIDEO-TAPE AS COURSE MATERIAL

In view of the growth in the demand for education and for language learning and the consequent pressures on the schools, any use of the radio/television media should be taken carefully into account. It may emerge that the broadcasting service can be more profitably used at one stage than at another. The advantage of the medium at the advanced stage should not overweigh its effect at the early stage in an enrichment mode.

Radio should not be regarded as the poor relation of television. It is a cheaper means of presentation and at present is much more widespread: it has, too, many years of experienced work on which to base its programmes. The recent development of radio-vision adds the visual element, albeit in still form, to the spoken broadcast. Until cheaper video-tape equipment is developed, radio-vision, permitting, as it does, easier time-tabling and programming, offers many advantages. In this connection the recent big development in cassette recordings must be mentioned.

The use of television as a teaching medium

Bearing in mind the enormous costs of television and radio-centred courses and core materials, these should be predominantly syllabus based. When television is used as a syllabus-orientated part, or component, integrated in the curriculum at any one particular stage, the time factor should be taken into consideration. Television courses and materials must be developed along the sound lines of a well-balanced progression of situational, i.e. socio-cultural, environmental, and linguistic factors and closely related to the contextual materials used by the pupils and the teacher. It is felt that television programmes can hardly serve any specific remedial purpose unless the opportunity to see and hear television programmes is considered to operate in a general way on language competence. There is a great deal to be said in favour of employing television programmes for the purpose of consolidation and enrichment. Enrichment items, if they are made agreeable and interesting, serve their purpose of stimulating the interest of pupils and possibly also of their parents. Television for discursive listening and viewing can be a powerful motivating factor for language learning on the individual learner and, in fact, on society as a whole.

Teachers must be very carefully prepared to understand and make full use of multimedia techniques. This can be achieved by using television itself as the source of guidance and instruction of the teachers. There can be a series of preparatory programmes for the teachers containing general discussion of methodological items and demonstrations of practical teaching to be evaluated, and also annotated; and also showings of each unit a few days before it is actually viewed by the class.

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Unless the teacher is given methods and means to continue the teaching and learning process after the television module has been seen, there may develop an unfortunate and discouraging gap between the performances of the television anchorman and the classroom teacher. Provision should be made by the education authorities for a continuous feedback between the teachers and those who have introduced, and may have to revise and complete in a more sophisticated way, the television units and the context materials, part of which must be provided in written form and supported by a reliable teachers' manual.

As in any multimedia course the teacher's role is of decisive importance. Practising teachers should be on the team of authors and producers at every stage of the development of such courses. Each item within every unit and module must be validated by its successful use in the classroom. In-service training courses should not only be regarded as an opportunity to instruct and orientate teachers, but as a chance to bring the practical experiences of the teachers to bear on the revision and further development of the multimedia materials.

Both the serial and the series forms of television presentations are acceptable ways of designing television units as part of courses. In any case there should be a close relation between the course book, the context material and the radio and television units so that they constitute an integrated package.

Television presentations embody a linguistic progression, and reflect the situational and socio-cultural patterns of the country or countries in which this target language is spoken. It is therefore essential to analyse and select on a scientific basis the contents, the contexts and the linguistic inventories of a course at the same time.

If the television programmes are developed and produced in a country outside the area where the target language is spoken, difficulties arise from having to shoot the films in studios and from the use of a restricted number of native speakers. Actors in the series form of programme may be the only possible solution. More abstract and surrealistic contexts built around certain linguistic items may, however, require a high level of sophistication on the part of the learner.

To make possible the production of expensive well-produced television units with the best possible actors in a natural authentic environment, it is necessary to consider a wider use of the programmes than in just one course. The Total English project of the Bayerische Rundfunk was described and proposed as a model for European or even worldwide co-operation. The basic foundation of the Total English scheme is a grid that incorporates the demands of the learning and teaching of English as a second language ranging from pre-school training to university courses and special register intensive courses.

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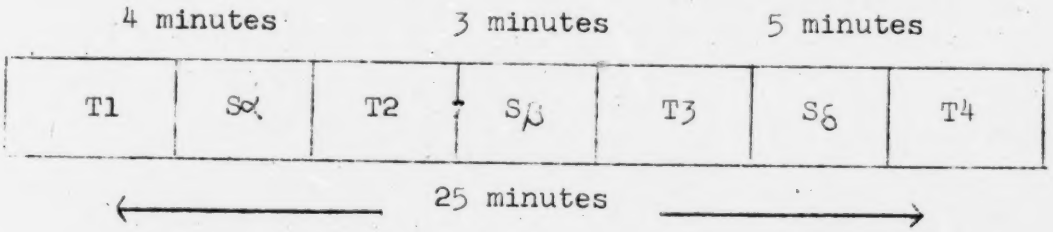
To meet these demands with a flexible and adaptable system the so-called modular approach has been developed.

In this approach a television unit is organised in the following way:



The phases marked Sα - Sβ - Sδ represent the situational modules in which language is shown in action. In Sα the actors act and speak in situations meant for passive viewing and comprehension. In Sδ the face-to-face method is adopted. Now the learner is challenged to observe the speech behaviour and the linguistic phenomena rather than the entire situational context. In the Sβ module the linguistic items are incorporated in a slightly inflated context, in which language items and actions appear that go beyond what is supposed to have been acquired and identified in the previous lessons and modules. The learner is required to identify those items that he has learnt and use his imagination and skills of combination to understand what is going on.

These core modules can be used in different courses and in different countries for different purposes on different levels of language attainment. An inter-European modular pool was suggested; this would make available core units, to be used flexibly in courses or as single-concept programmes. In the T1 - 4 phases an anchorman or television teacher introduces and explains the linguistic and extra-linguistic content of the unit, and engages the classroom teacher and the pupils in active participation by addressing them directly and calling upon them to respond to certain stimuli.

The television unit is the central part of a package which covers the learning and teaching processes of one or two weeks. Such a package should provide a most flexible way of teaching. Each part should be designed in such a way that it can be replaced by other multimedia contexts. If, for example, television, video-tape or film projection facilities are not available, radio-vision, in connection with visual material of a less sophisticated kind, such as film strips, diapositives or transparencies can serve as the guiding foundation of the methods. The teacher being one part of the multimedia context can be replaced under certain conditions if necessary. Large classroom instruction and team teaching, in which the untrained or poorly trained teacher is supported by his expert colleagues, are feasible in a skilfully organised multimedia context.

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As the audio-visual presentation by television is a linear method that does not by its very nature cope with the learning problems of the individual learner, the package should offer ample opportunities for graded and well-sequenced individual work. Worksheets directed towards special learning difficulties and levels of competence to be freely selected by the learners may serve this purpose. The radio modules can be tailored in two ways, namely in the form of listening comprehension or as the source of language laboratory or classroom drills which can be tape-recorded by the schools.

Education authorities should be encouraged to co-operate closely with the educational radio and television departments and with the publishers to make sure that the actual needs of the school systems are met. There should be co-operative steering and planning committees to evaluate the demands and suggest priorities.

One of the major tasks of such committees would be to assess the value of media in specific educational contexts. A scientific and realistic taxonomy of media significance and achievement is very necessary in view of the economic perspective and actual methodological use and application. Such an assessment may lead to the conclusion that television, radio-vision and radio programmes are more useful at certain stages and on certain levels than others.

There are certain doubts, for example, as to whether television should be used at the early stages of second language learning, its main domain being its capacity to represent socio-cultural, situational, semiotic contexts at a more advanced level.

It was finally stressed that modern developments in school systems should be taken into consideration when planning multi-media programmes. In particular the possibility of continuous assessment and the unit credit system developed in the context of a supranational scheme should be realised within such comprehensive projects.

D. THE PLACE OF THE LANGUAGE LABORATORY AS A SUPPORT OF THE A/V COURSE

Examples were given of what could be done by means of a language laboratory (LL) that a teacher without such equipment could not do:

(a) The learner can be given spoken models to copy in the form of native men's, women's and children's voices (children learning a foreign language find it easy to imitate children's voices, a little more difficult to imitate women's voices and really difficult to imitate men's voices).

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(b) The learner, by working with earphones in the LL, is not exposed to the faulty pronunciation and intonation of his poorer classmates.

(c) The learner speaks into the microphone unhesitatingly because he knows that only the teacher hears him; he is not exposed to the ridicule of his classmates. This is of great help to the inhibited pupil.

If serious attempts at individualising the learning of a foreign language are made it will be found that some children learn better with the LL, others without it. Probably the unintelligent and poorly motivated child will be found to derive more benefit from using an LL than the intelligent and motivated learner.

In order to prevent wrong sounds from becoming established in the learner's mind, each LL practice session should be preceded by conventional classroom teaching. A ratio of three quarters of the available time spent in classroom teaching and one quarter in the LL has proved satisfactory. An example was given of four periods of English as a foreign language (each lasting 45 minutes) per week being divided up in such a way that two half-periods (of 20 minutes) on two different week-days were spent in the LL. Twenty minutes is the utmost younger learners should spend consecutively in an LL because of the concentrated participation demanded.

A close integration of LL practising sessions into the course necessitates increased strictness in the teaching plans and a more prescriptive step-by-step classroom teaching procedure. It will not do for the teacher to mourn for his loss of freedom, justly subordinated to the benefit of his pupils.

There is some justification for both mechanical drills and situational exercises. Deriving from behaviourist conceptions of learning, the former were in vogue for some years. Then it became the fashion to insist on contextualisation; a "plot" or a "story" often proved so absorbing that little linguistic gain was achieved. The most effective practice lies somewhere between these two. Ten and eleven-year old learners can certainly enjoy mechanical drills and profit by them if the motivation is one of sporting competitiveness.

Opinions differed slightly on the help to be gained from the use of the LL in the teaching of reading, but there was support for the idea that listening comprehension, fluency and accuracy of speech could be improved in LL sessions.

The opportunities that an audio-active comparative (AAC) LL offers for group work and individual learning gives it preference over an audio-active (AA) LL:

> The learner can work at his own speed and is not restricted to the lock step procedure unavoidable in the AA LL.

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It was thought that the AA equipment was particularly suitable for the age groups ten and eleven (who do not profit enough from listening to their own play-back on the more expensive AAC installation), whereas the age groups fifteen and sixteen can be expected to have enough self-criticism to gain from comparing their own production with the model - and to improve performance that they did not find satisfactory.

The need for a large number of items in the LL exercises was emphasised. The optimum number for use at any one time probably lies between eight and ten; but if the material provides more, the teacher can select those most suitable (by lexis and content) for his particular class.

Effective monitoring is difficult to attain in LL work. Empirical research has shown that learners do not recognise their deviation from the model. Even careful ear-training cannot overcome this deficiency entirely. Therefore, monitoring by the teacher is essential. A study made in one country showed that normally a teacher, in an exercise of fifteen minutes' duration, does not get round to monitoring more than eight learners. This finding was questioned by one participant - but even if a slightly higher figure is allowed, it does not meet general requirements. Attempts at sharing the monitoring between two teachers (one dealing with one half of the class, the other with the other half) present no technical difficulty and are being made in countries where the teacher responsible for the class has with him either an exchange-assistant from the country whose language his pupils are learning, or a student teacher.

Much time is lost by the monitoring teacher not being able to switch in on the individual learner and be sure to hear him perform at once. He may have to wait through passages spoken by the model. A technical suggestion to save this waste of time was made by one participant which would be worth passing on to the producers of hardware: an indicator on the console might show how much volume was going into the student track of each pupil position at any given time. The monitoring teacher would be able to tell by the light which pupils were speaking at any one moment.

There is on the market a satisfactory number of tapes for practising English. The participants were grateful for being given the 1971 list "Recorded Materials for Teaching English" published jointly by the British Council and the National Committee for Audio-Visual Aids in Education. The market is not nearly as well supplied for the teaching of French, and as regards the teaching of Russian, Spanish and other European languages the number of tapes available is as yet small.

Governments would be well-advised to promote the production of software in their country. Hardware is much further developed but the extent to which it can be profitably used largely depends upon the existence of a plentiful supply of software.

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Foundations in a number of countries have "primed the pump" by supporting experimental production in its early stages. It should now be seriously considered whether the school systems should not do their share, perhaps by reducing the teaching load of those teachers who are capable of producing high-quality teaching material. It was pointed out that, in industry, it was customary to use (in some cases) 5% of a company's turnover for development. School systems have hardly begun to allocate any means - either in money or in manpower - to such work. The field of audio-visual aids is one where such development work is an obvious necessity, and the meeting, therefore, urged the governments of member countries of the Council of Europe to promote the production of software in the following ways:-

(a) by setting free manpower (by granting teachers leave with pay or reducing the weekly teaching loads of teachers capable of engaging in developmental work);

(b) by relieving the burden on teachers carrying out pioneer work by allotting them technicians. (These may be mature women with no family ties, willing to take on part-time work.) They can be trained in a crash course of one week's duration, as has been done with a number of LL helpers in the United Kingdom: previous teaching experience is not regarded as necessary;

(c) by facilitating the production of recorded materials in co-operation with other countries. This would be made easier if the copyright laws - in some countries already undergoing revision - could be co-ordinated in the member countries of the Council of Europe in such a way as to make it possible for the widespread educational use of recorded materials;

(d) by compensating authors of copyright material so as to permit audio-visual aid centres established by school authorities to lend to schools, free of charge, films, tapes, etc., even if they have been produced in another country.

E. EDUCATIONAL TECHNOLOGY - COST EFFECTIVENESS

Tightly controlled audio-visual courses may give rise to a sense of resentment and frustration among those teachers who enjoy the more histrionic aspects of their teaching, who believe that they should be the sole dispensers of knowledge and more particularly, if they are made to feel that the pupils can get on without them. As the use of technological aids in modern language teaching increases the teaching profession may need to attract teachers of a different type with a different mental approach to their work.

It was emphasised that the good audio-visual course would do well, particularly at the exploitation phase, to encourage and leave room for the initiative, resource and imagination of the

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teacher - providing him, for example, with a certain freedom in the selection of supporting aids and in the adoption of suggestions for exploitation.

It is essential to instil confidence in teachers accustomed to a more traditional form of teaching in the possibilities offered by audio-visual methods and materials. It may be unwise, therefore, to refer continually to such methods as "new" methods. Much in them is indeed new but they resemble in some measure the "oral" methods used by progressive teachers since the late '30s - but rendered more effective by the influence of applied linguistics and improvements in technological equipment. It is not a question of their abandoning all that they have been doing and beginning afresh - but partly of building on what is good in the methods with which they are already familiar.

Lack of fluency in the spoken foreign language may deter some teachers from accepting audio-visual teaching methods. Educational authorities should do everything possible to help such teachers improve their oral command of the language by organising appropriate in-service training courses and teacher exchanges.

Continual exposure in class of the less fluent modern language teachers to the audio components they are called upon to use will help them to acquire increased confidence in the spoken language they are teaching.

Appropriate measures need to be taken in initial and in-service training courses if teachers are to acquire knowledge of the principles and theory behind the new techniques. In some countries it has proved possible to develop this knowledge by involving teachers in the drafting stage of audio-visual courses which can do much to extend the teacher's knowledge in this field.

The fear that some teachers have of machines often deters them from adopting audio-visual methods. They need to be provided with facilities for building machines, and in particular the tape-recorder and the filmstrip projector, in initial and in-service training courses and at local and regional audio-visual centres.

The problem of sustaining the pupil's interest was difficult enough when the learning of a foreign language was confined to the intelligent minority. It will become increasingly difficult as and when a modern language is offered to all pupils. The older pupils will demand that what is offered to them in the classroom has some bearing on the life and work they will embark upon on leaving school. The relevance of what they are asked to do will be of the utmost importance and the modern language teacher, in common with teachers of all other subjects, will need to bear this in mind in his choice of materials, methods and activities.

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There was some disagreement upon the degree of correlation between intelligence and language learning ability among pupils and whether the use of the language laboratory was more profitable with the more able or the less able. It was suggested that in the early stages of language learning the performance of children of below average ability was often as good as that of the more able, but that this was because of the wholly oral nature of the work; the reverse was generally true as soon as reading and writing were introduced. This did not mean that the less able pupils could not be set and attain acceptable and worthwhile objectives in learning a foreign language.

The contribution of technological aids to modern language learning - particularly now that this is being offered to more and more of the population - should not and cannot be resisted. While it is essential to make the fullest and most economical use of technological resources, the introduction of excessive supplies of technical equipment into the school should be avoided lest this should lead to the depersonalisation of the teaching situation.

The importance of looking to the future and of engaging in forward-looking appraisal and planning was emphasised. This, it was suggested, might help some countries to avoid the costly and wasteful errors committed by other countries in such matters as the provision of equipment. Consideration was given to a number of growing problems which would oblige modern languages to modify their organisation and to justify, not only the expenditure of human and material resources they incur, but also their place in the curriculum. Such problems included:

1. The overloading of the curriculum - new subjects demanding a place in the curriculum.

2. The re-shaping of the curriculum and the trend towards the integration of subjects and the system of block time-tabling.

3. The generalisation of modern language teaching.

4. The shortage of modern language teachers coupled with the fact that the cost of human resources is rising steeply while the cost of technical devices, in relative terms, is steadily falling.

5. The acceleration in technological advances.

6. The soaring costs in general of educational provision.

Measures were needed to ensure that existing resources were used as effectively as possible and that new techniques were planned in advance, tested and put into effect in a carefully organised way in anticipation of the availability of new

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technological resources and the problems outlined. It was thought that educational technology could usefully be applied in this situation.

Educational technology was defined as the systematic application of experience and knowledge of resources and methods to the problems of education and to the improvement of the learning process; it operated on the basis that selection, organisation and planning were essential if available resources and techniques were to be applied effectively. It involved the concepts of cost-effectiveness and cost-benefit. An example of one system approach to the improved use of learning resources employed by educational technology was briefly described. This approach sought to match available facilities in a systematic, integrated and controlled way to clearly defined needs. It took the following main steps:-

(a) A detailed analysis of the objectives of the learning area involved. (Global objectives need to be broken down into specific teaching objectives - this necessitates a linguistic description of the language to be taught and a specification of the activities and skills required.)

(b) A clear specification of the initial requirements demanded of the learner.

(c) Adequate means of assessing that initial requirements and final objectives have been attained.

(d) A careful ordering of the different processes and sequential stages in which progress is most likely to be effectively made by the learner from the initial starting point to the final objectives. This necessitates the drawing up of a detailed course programme.

(e) An appropriate deployment of all available equipment, materials and personnel to meet the above requirements, paying particular attention to the integration of the individual learner and the resources.

(f) An organisational structure whereby the system of learning materials developed can be continuously tested, revised and improved in the light of feed-back.

Such an approach, it was felt, might usefully be employed at every level of planning the teaching and learning process. Much more expert informed thinking about this complicated operation was required and it was thought that measures needed to be taken to co-ordinate the work going on in this field so that more precise means of determining the efficiency and cost-effectiveness in the teaching of modern languages might be made available.

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The difficulties of describing and defining a systems approach were emphasised; providing an adequate description of terminal behaviour was particularly difficult, but it was suggested that this might be arrived at by developing appropriate tests.

Information on the outcome of parallel observation of the progress and results of pupils taught a foreign language by various methods - traditional, audio-visual, semi-intensive was available, but the long-term effects of such methods needed to be studied.

Experiments were also reported on the use of the foreign language as a tool language for the teaching of various subjects. This practice was most likely to be successful when an early start was made in the language concerned. If developed, it might help promote exchanges of classes of pupils between countries. The danger was pointed out of the tool language taking second place to the subject being taught, of the teacher seeking to ensure comprehension of the subject matter by keeping the language at a low uncomplicated level and also tending, for the same reason, to allow errors committed by the pupils in the language to go unchecked. Further information on the results of experiments of this nature was required.

Controlled experiments in language teaching were advocated but the need to keep a careful watch on variables was emphasised. The Hawthorn effect also needed to be taken into consideration; the tendency was for experiments to appear to give better results simply because they were new - for this reason alone experiments should be prolonged for at least two years. Attention was again drawn to the unreliability of the results produced by the pupil who, knowing that he is under observation and is to be tested, tends to be more than usually motivated. The importance of involving average, not outstanding, teachers in experiments was pointed out.

Whereas on the one hand teachers employing audio-visual teaching methods believed that more audio-visual material should be produced, existing material had come under severe criticism and needed weeding out.

In producing new material many authors felt obliged to rely on lists describing in precise terms vocabulary items and progressions of grammatical items covering a course of several years. In principle this practice was fully justified but a warning was issued against relying too heavily on such lists. This could militate against individualisation in the teaching and lead to an inflexibility and lack of variety in the content of materials likely to diminish the pupil's interest and motivation.

A tendency prevailed for audio-visual materials to be fragmented into a multiplicity of small units. This increased the cost of supplying the materials and tended very often to lead

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to the production of unnecessarily expensive components, such as film, to help teach simple and uncomplicated vocabulary and syntactical items which could be adequately taught by more economical means. It was important in teaching languages to seek the simplest means leading to the greatest degree of linguistic achievement.

Concern was also expressed about the tendency towards over-sophistication in current audio-visual materials. Materials needed to be scientifically based but should not ignore child psychology nor lose sight of the fact that children are to be the users of the materials.

It was suggested that teachers should do more to exercise some degree of control over the technologist Their failure to do so in the past had resulted in the purchase and supply of inappropriate items of equipment.

Several delegates emphasised the need for the establishment of local and regional audio-visual centres, preferably under the supervision of a suitably qualified officer where teachers could examine, use and receive advice on audio-visual equipment; examples were given of the way in which such centres, working in close touch with teachers and manufacturers, could arrange for desirable modifications to be made in items of equipment. Such centres could assess equipment, engage in economic bulk purchase and assist in in-service training of teachers.

A number of measures immediately necessary for ensuring the economic production and use of audio-visual equipment and materials were suggested. The pooling of all equipment and materials in a school and the dual use of expensive equipment and installations - for example, by the school by day and by the Adult Educational Centre by night - were advocated. It was essential in the interests of economy that teachers should have ready access at all times to audio-visual equipment. Teachers should be encouraged to use materials to hand and materials supplied by the children, such as pictures and photographs, to make their own audio-visual items.

Concern was expressed at the dilemma imposed by having to solve the problem of controlling costs by engaging in a development project which would add considerably to existing costs, would not produce results within five years, would thus have an in-built form of obsolescence, and which could offer no guarantee that returns would justify the outlay. Other delegates took a less pessimistic view and felt that the need to discover the effects of different media in different learning situations with pupils of different abilities and backgrounds was so important that money for research and development in this area needed to be found. International co-operation in this context was advocated. The opinion was expressed that in situations where the future and welfare of the whole of society was at stake

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the costs could not just be counted. Where the universalisation of modern language teaching was involved the results could only be properly assessed in the long-term, and the concept of cost-effectiveness was difficult to apply in a situation of this kind.

After some discussion of the relative merits of specific items of audio-visual equipment, it was recommended that educational authorities should engage in much more systematic approaches to the improved and more economic use of teaching resources than had hitherto been undertaken. In view of the fact that some experience in the application of such approaches already existed, it was felt that the Council of Europe could help by attempting to co-ordinate and harness this experience, perhaps initially by calling together a group of specialists working in this area to work out an appropriate detailed systems approach for possible inter-European use.

F. TRAINING THE TEACHER: INTRODUCTION TO NEW METHODS

The use of audio-visual aids and of the methods stemming from them has so much altered the respective classroom roles of the teacher and pupil, and their interaction in relation to the syllabus material, that we now have to review the curricula of institutes of education, training colleges and suchlike, as well as envisage a periodic "retraining" of serving teachers. This initial and continued training for modern language teachers comprises elements of technology, methodology and psychology. Let us note in passing that the universities in certain countries continue to exhibit towards teacher training and teaching innovations either indifference or hostility.

Training in the study and use of audio-visual aids and their integration into the teaching of languages

The technological training of future teachers must be as thorough as possible. The entire panoply of audio-visual aids should be placed at their disposal. They should not only be able to operate the machines, they should understand also their specific functions, their place in each step of the teaching process and the reasons for introducing them at this or that point of a lesson. Though it is necessary from the point of view of technical quality to entrust the production of software to specialists, it is not without relevance to give future teachers an introduction to the making of these audio-visual teaching materials, so as to help them to understand better, via linguistic analysis, their principles and operation, and allow them to meet the direct requirements of the everyday lesson in view of the individualisation of learning. This helps also to develop initiative, to stimulate the imagination and to encourage group work.

The institute of education ought also to keep future teachers up to date in the field of linguistic research. The question is to whom should be given this job of keeping them so informed.

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Finally the institute should place at the disposal of the students both a resources centre and an information office (textbooks, documents of all kinds, reference works) which might at the same time serve as an information centre for all modern language teachers in the region.

The in-service training of serving teachers

This in-service training can be given in a great variety of forms: short or long courses, weekly study days, weekends, meetings of teachers before lessons, correspondence courses, T.V. or radio courses, information bulletins, etc. Preference for one formula or another depends on local circumstances, on special objectives to be pursued, on the means and personnel available. The question has also arisen of how to handle the in-service training of visiting foreign teachers.

The quality of the course leader is the determining factor for success. We should ask what might make courses unpopular: lack of sincere motivation, resistance to change, encroachments on leisure time, feeling of irrelevance for those whose schools do not have the necessary apparatus, lack of any financial incentive, difficulties for married female teachers, etc.

The demand for these courses must be created. Teachers must be led to feel that they can and ought to have a part in the definition of curricula; they should be consulted frequently on the developments of experiments in order to bring them to constantly rethink their own teaching; they should be kept as regularly informed as possible, and by an introduction into group dynamics they should be made aware of the efficiency and necessity of work in teams.

Means

In these courses, as in teacher training institutes, various techniques and different courses of action can be employed. Besides the traditional formulae - teach-ins, lectures, study days - the use of audio-visual means can be envisaged: closed-circuit T.V. with live transmission of a lesson; model lessons recorded on video-tape; recordings allowing the teacher to see and criticise his own lessons; "highlights" of lessons on video-tape, which have the advantage of provoking discussion of the "teaching act" taken from life; school television or radio programmes broadcast before their distribution to schools, etc. Emphasis has been placed on the great potential of "micro-teaching".

Psychological training and "psychological" in-service training

The use of audio-visual methods has completely altered the position of the teacher in his class. Moreover these courses can reveal aptitudes and deficiencies in the pupils which could not be so clearly brought out beforehand. It is therefore

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necessary to prepare young teachers and teachers in service for these new conditions. They must become able to free themselves from the limitations of the machine, to develop free activities, to become "animateurs", to welcome the entry, via audio-visual aids, of the outside world into the formerly closed circle of the school, and to consider the class as a gathering of individuals which will now be the centre of activity.

From now on the psychological training of teachers should be directed more and more towards the specific characteristics of their teaching. In in-service training courses it would be useful to bring the teachers into contact with educational psychologists and psycho-linguists. An introduction to group dynamics would enable the teacher to understand better his position and role within the group/class and would encourage work in teams with colleagues. The inspector should henceforth consider his function as that of an adviser, who informs and encourages rather than that of an examiner who corrects. Teachers who may have been disorientated by the new teaching methods must have their confidence restored, by encouragement, by the provision of all the necessary equipment, by freeing them as much as possible from technical chores.

The very idea of in-service training, of permanent education, must be accepted as one of the essential features of education in our time.

G. RESEARCH AND EXPERIMENTATION

The Symposium considered the proposals put forward in a prepared paper and agreed to accept the following for:-

I. RESEARCH

More research is required into the following subjects:-

1. Establishment of scientifically based lists of lexical and morphological items and grammatical structures of the spoken language for the production of teaching and learning material and for the creation of appropriate evaluation instruments to be put at the disposal of the CCC member States.

2. Methods and technques for curriculum development (definition of aims and operational objectives at various levels of attainment).

3. Individual differences in the rate of learning of receptive and productive skills in school education. Evaluation of existing material and production of material for pupils of less than average ability and socially handicapped children.

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4. Connections and interferences between the teaching and learning of the mother tongue and the teaching and learning of other languages.

5. Advantages and disadvantages at various stages of teaching a foreign language to streamed, unstreamed, and linguistically homogeneous groups.

6. Comparative study of different types of visual material in the learning of other languages.

7. Study of all kinds of audio-visual aids which can be used in each phase and on all levels of foreign language learning.

8. Impact of TV and CCTV on the teaching methods and attitudes of future teachers and of teachers in service.

9. Transfer effects between the first foreign language learnt and a second and a third.

10. The intellectual factors working for or against the learning of a foreign language.

11. Methods and techniques for establishing international standards as a basis for certification in modern languages and the possible issue of a "European language passport".

II. CONTROLLED EXPERIMENTATION

1. The planning and organisation of individual and group work with various aids.

2. Comparative study of the effects of courses of varying intensity, including long-term effects.

H. PLAN FOR THE DEVELOPMENT OF MODERN LANGUAGE TEACHING IN TURKEY

The Symposium noted with interest the information supplied by the Turkish delegation concerning the state of progress of the current operation, and expressed the desire that the contributions of the CCC and of the States particularly concerned should continue to be efficiently and effectively provided, so as to enable the Turkish authorities successfully to accomplish the Plan approved by the CCC.

The Symposium also invited other member States of the CCC to subscribe to this Plan by making available both short- and long-term scholarships for the initial and further training of Turkish teachers of modern languages.

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J. EUROPEAN CO-OPERATION

The representative of the Secretariat said that the findings and suggestions of the Symposium should not be seen in the limited context of the CCC member States. Other European countries might, sooner or later, be ready to co-operate in CCC plans for the development of foreign language teaching. CCC publications seemed to reach and be studied in East European countries.

The Council of Europe Directorate of Education and Cultural and Scientific Affairs can play an advisory role in European co-operation, but lacks funds and means to further large-scale development on its own, and cannot work miracles.

European centres for specialist information are necessary. CILT/ETIC in London is likely to take on European responsibility for the collection and dissemination of information on language teaching and research, but the success of this new initiative will depend on the setting-up of national centres through which information can be passed to and from CILT/ETIC. CILT/ETIC enquiries such as that on research into spoken European languages and on languages for special purposes are examples of such activity. Lists of research projects and proposals, such as will be prepared at the present Symposium, are an essential part of the project.

International organisations such as FIPLV and AILA, in close contact with the Council of Europe, should be able to provide stimulus for such co-operation. "Modern language correspondents" in each member country serve as points of reference. The British Council, BELC and the Goethe Institute are important in this connection, even though they generally work on bilateral rather than multilateral projects.

The findings and suggestions of the Symposium will, it is hoped, be presented by its Chairman, Mr. Baloglu, at the CCC session in March 1972 in the light of these general observations.

4. GENERAL RECOMMENDATIONS

(a) At governmental level

(i) The Symposium, having in mind the inadequate supply of software for modern language teaching, recommends educational authorities to establish appropriate development projects and to release groups of teachers to work alongside experts in the fields of linguistics and technology to take over work initiated, in many instances, by Foundations.

(ii) The Symposium recommends educational authorities to employ technicians for language laboratories to relieve teachers of the support tasks of maintaining equipment and copying tapes. The employment of such

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technicians might enable the language laboratory facilities also to be used, without the presence of the teacher for individual work in or out of school hours.

(iii) The Symposium, in view of the need to ensure that past errors in the selection and provision of audio-visual equipment and materials for the teaching of modern languages are not repeated, that existing resources are used as fully and efficiently as possible, that full advantage can be taken of technological developments, and that new techniques be planned in advance, tested thoroughly and then put into effect so as to indicate the route to the attainment of carefully defined ends; recommends that the education authorities engage in a more systematic approach to the use of learning resources in modern languages than they have hitherto employed.

(iv) The Symposium recommends educational authorities to consider establishing local and regional audio-visual centres, preferably under the supervision of a suitably qualified officer, where teachers can examine, operate and receive advice on audio-visual equipment and materials. The educational authorities could look to such centres for informed advice on policy matters relating to the purchase, development and effective use of audio-visual materials and equipment.

(v) The Symposium recommends that educational authorities, wherever necessary, encourage schools to co-operate closely with the educational radio and television departments and publishers to ensure that the schools' needs are met.

(vi) The Symposium recommends that films on the teaching of modern languages should be produced. A bank of such films should be held at an international centre and should be available to teachers in the member States of the Council of Europe.

(vii) With the spreading of the new methods of teaching modern languages, especially the use of integrated audio-visual methods, every encouragement should be given to teachers at university and college of education level to use such methods when appropriate in instructing their students.

(viii) Consideration should be given to a greater use of radio and television for the in-service training of modern language teachers.

(ix) Courses giving an introduction to the use of audio-visual aids ought to be an integral part of the training of future teachers and of the further training of

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serving teachers. Participation by teachers in the development of teaching syllabuses and course curricula should be encouraged.

As the introduction of audio-visual aids alters the relation, in the classroom and in the teaching process, between the teacher and the learner, it would be useful to bring teachers in training and further training courses into contact with educational psychologists and linguistic psychologists.

(x) The methods employed in training and further training courses should be made the subject of research, and accounts should be exchanged of the experiments conducted in this field by the different centres responsible.

Countries whose language is taught abroad have a special responsibility for the continued training of foreign teachers. The institutions to which this training is entrusted are invited to take into account the specific requirements of this class of teacher and to examine the methods which they use in their teaching.

(b) <u>At intergovernmental level</u>

(i) The Symposium recommends the Council of Europe to take measures to promote the joint production by several countries of recorded materials. This would be facilitated if the Council were to study ways and means of removing the incompatibilities that exist between the copyright laws in different member States; and of ensuring that the payment of royalties to authors of copyright materials does not prevent the full use by schools and audio-visual centres of such materials whether of national or foreign origin. (For the attention of the CCC.)

(ii) In the interest of cost-effectiveness, the Symposium recommends the Council of Europe to initiate, or continue to promote, and disseminate information on the following activities:

(a) The Unit Credit System - the development of a "European Language Passport" for migrant workers.

(b) The inter-availability of modules in educational film-making and television programmes.

(c) General European co-operation in these fields.

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(c) At non-governmental organisation level

(i) The Symposium recommends that those engaged in modern language teaching should bear in mind that, while translation into the mother tongue is generally unacceptable as a teaching method, it is nevertheless a skill which certain pupils require at a post-school stage; and that, particularly in countries where the tourist trade plays a major role, consecutive interpreting is a valuable skill. At an advanced stage it should be borne in mind that an ever-growing number of people skilled in simultaneous translation will be needed. Exercises in summarising and in free expression could also be used instead of a preponderance of translation.

(ii) The Symposium recommends that producers of audio-visual courses, including those on television, should ensure organised feed-back from teachers and pupils, and consequent on-going revision of materials.

(iii) In the construction of course material full account should be taken of the native language of the learner and the findings of contrastive linguistics should be taken into consideration by authors of courses.

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A P P E N D I X I

PROGRAMME

Thursday, 25 November

9.30 a.m. - 12.30 p.m.	Session of the Bureau of the Symposium.
2.30 p.m. - 5.30 p.m.	(continued)

Friday, 26 November

10.00 a.m.	Inauguration of the Symposium in the Conference Room of the Institute of Statistics by Mr. Sinasi ÖREL, Minister for National Education of Turkey.
	Speech by Mr. Sven NORD, Representative of the Secretary General of the Council of Europe.
	Presentation of the Programme by Mr. Zekai BALOGLU, Chairman of the Symposium.
	Visit to the exhibition of teaching materials for modern languages in use in member countries.
11.00 a.m.	Visit to the ATATÜRK Mausoleum.
2.30 p.m.	Plenary session.
5.30 p.m.	Visit to the Museum of Anatolian Civilisations, followed by reception given at the Museum by the Minister for National Education (buffet dinner).
8.00 p.m.	Invitation to a concert by the Presidential Symphony Orchestra.

Saturday, 27 November

9.00 a.m. - 12.00 noon	Plenary session
2.00 p.m.	Excursion to Cappadocia (Nevsehir, Kaymakli underground city, Göreme and its environs).

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Sunday, 28 November	
4.00 p.m.	Departure for Ankara.
Monday, 29 November	
9.00 a.m. - 12.30 p.m.	Plenary Session.
2.30 p.m. - 5.30 p.m.	(continued)
6.30 p.m.	Public lecture on "the teaching of French" and showing of modern language teaching films, at the Centre Culturel Français.
8.00 p.m.	Invitation to the State Ballet performance of Prokoviev's "ROMEO AND JULIET".
Tuesday, 30 November	
9.00 a.m. - 12.30 p.m.	Plenary Session.
2.30 p.m. - 5.30 p.m.	(continued)
6.30 p.m. - 8.00 p.m.	Public lecture on "the teaching of German" and showing of modern language teaching films, at the Centre Culturel Français.
Wednesday, 1 December	
9.00 a.m. - 12.30 p.m.	Session of the Bureau of the Symposium to draw up the draft report of the Symposium.
2.30 p.m. - 5.30 p.m.	(free day for delegates)
6.30 p.m. 8.00 p.m.	Lecture on "the teaching of English" and showing of modern language teaching films, at the Centre Culturel Français.
Thursday, 2 December	
9.00 a.m. - 12.30 p.m.	Report on the "Plan for the development of modern language teaching in Turkey". General discussion.
2.30 p.m. - 5.30 p.m.	Adoption of the draft report of the Symposium.
8.00 p.m.	Buffet dinner given by the Minister of Foreign Affairs at the Ankara Hotel
Friday, 3 December	Departure of delegates.

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A N N E X E II

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A P P E N D I X III

Presentation of the programme of the Symposium by Mr. Z. Baloglu (Chairman)

Your Excellency, Ladies and Gentlemen,

I have the pleasure of presenting the general programme of the Symposium which, thanks to your contributions, will satisfy the hopes that his Excellency the Minister was good enough to express in his inaugural speech.

Indeed, the working programme of the Symposium will certainly give us the opportunity to exchange here the experiments and ideas of our countries and to arrive at concrete conclusions on the main theme, that is to say "the integration of audio-visual aids into the teaching of modern languages in the classroom".

Why have we chosen this theme? You will find the answer in the draft programme (document CCC/EGT (71) 8), which we drew up in Strasbourg at the "Maison de l'Europe" and which was then sent to member governments by the Secretariat of the Council of Europe, along with the invitations. It is quite clearly stated in this draft programme that this Symposium, starting from the report of the 1966 Ankara conference (doc. EGT (66) Stage XXIV 2) and that of the 1969 Pont-à-Mousson course (doc. CCC/EGT (70) 2), will attempt to define in as much detail as possible the audio-visual aids which are to be integrated into classroom teaching in the four stages of the complete secondary school course, to wit: introductory, elementary, intermediary and advanced.

To enable the Symposium to make a suitable study of the first essential part of the programme, Mr. J. Jones, who has been appointed Rapporteur Général of the Symposium - I am happy to introduce him to you from among the members of the Bureau - has prepared a working document on the main theme of the Symposium. This document (DECS/EGT (71) 75) was sent in advance to all delegations by the Secretariat. As Chairman of the Symposium I should like to thank and to congratulate Mr. Jones for the ability and devotion with which he has accomplished his work. This working document was studied yesterday, as entailed by the programme, by the Bureau of the Symposium. This is composed of myself as Chairman; the Rapporteur Général; three experts designated by the specialised institutions of the three countries principally involved in the CCC Plan for the development of modern language teaching in Turkey, being Mr. von Faber of the Goethe Institute in Munich, Mr. Lott of the British Council in London, and Mr. Llasera of the BELC in Paris;

and finally the representative of the Secretariat of the Council of Europe, Mr. Sven Nord, guardian angel since their inception of the activities of the Council of Europe under the major project "Modern Languages". The Bureau thus composed will share with me the responsibilities of the Chair as regards the preparation of the sessions and the drafting of the report of the Symposium.

At this Bureau we have therefore drawn up the programme of topics to be dealt with in the eight plenary sessions of the Symposium, details of which you will find in document Misc. 4 in French and English. After deep thought the Bureau has gathered into eight categories the subjects which we will be studying together in our plenary sessions, though remaining free, naturally, to form working groups whenever the need appears during the discussions.

In order to instil into our work a greater measure of dynamism, energy and efficiency, the Bureau has considered it worthwhile to put forward a person to present each principal topic. The presenter will have a twin role to play: firstly, to introduce his topic in the plenary session, starting from Mr. Jones's basic document supplemented by his own comments; secondly to supply the Rapporteur Général, either that evening or the following morning, with a one-page résumé of the conclusions he has drawn from the discussions. Needless to say, he may do this work alone or with the assistance of one or more rapporteurs chosen by himself. As for the members of the Bureau, we have ourselves shared out the topics as well so as to be able to help the Rapporteur Général with his drafting all day Wednesday, when the rest of you will be free. This final draft report will be adopted on the afternoon of Thursday, 2 December. I therefore request the assembly to be kind enough to approve this plan of work, diligently prepared by the Bureau, whose members I wish to thank for the work they have already done.

In addition to the very busy work programme of the Symposium, you can see in the foyer the exhibition of audio-visual aids which have generously been contributed by member States. Furthermore, you are invited to attend three evening lectures on new developments in modern language teaching to be given by members of the German, French and English delegations at the "Centre Culturel Français". Each conference will be followed by a showing of language teaching films, the list of which will be submitted to you at the proper time.

Finally, we have made provision in the general programme, in addition to two receptions, for a concert of the Presidential Symphony Orchestra in the concert hall, a performance by the State Ballet of "Romeo and Juliet", and an excursion to Cappadocia. We hope through this programme to give you some knowledge both of the artistic life of Ankara, and of a small part of the rich treasures of history which constitute our cultural heritage.

Thank you for your attention.

A P P E N D I X IV

A N N E X E IV

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BIBLIOGRAPHIE I

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